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ABSTRACT

Vassar offers two types of computer courses: (1) the introductory courses in Computer Science Studies convey the intrinsic features of computer systems and stress their capacities to support established numeric and symbolic modes of inquiry and (2) the Freshmen Seminars which reveal the facility of computers for aiding man's critical process by displaying information so that patterns can emerge more readily from textual as well as numeric materials. The critical thinking process is said to involve: (1) the decoding of source material through observation and interpretation and (2) the encoding of original insights as a result of the interpretation. This act of translation--critical thinking--is essentially the processing of input information and the creation of output. Though much of the analysis is subjective, an honest attempt must be made to locate reliable patterns in what is observed and to restrict the tendency to guess or bias a study. This is where the computer is most useful. The subjects of the Freshmen Seminar for 1974-75 were an analysis of: (1) the literary language of John Milton's "Paradise Lost" and (2) the live communications of the Watergate Testimony. (SBM)

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FROM POETRY TO POLITICS: VASSAR FRESHMEN CONCORD WATERGATE

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I. Introduction: Computers and Criticism

In addition to conveying the intrinsic features of computer systems, the introductory courses in Computer Science Studies at Vassar[1] stress the capacities of computers to support established modes of inquiry, both through numeric and symbolic data applications. The theory and coding-specifics of languages including PL/I, Fortran, Cobol, Assembler, and APL are, in the programming courses, related to scholarly research on current events and on long standing issues. Consonant with the goal of introducing modern computational method into the classical liberal arts setting, another type of course is offered in both the first and second semesters of the freshman year.[2] As shown here in Appendix I, all Freshman Seminars at the College are intensive, highly interactive colloquia encouraging close contact among students and professors within small class settings, and, in the case of Computer Science 17-197, providing a gateway into a specific field while at the same time promoting future integration of the field with other types of studies both in college and beyond.

A basic goal of education in the undergraduate liberal arts setting is the encouragement of critical thinking. Criticism is a complex activity, involving both decoding of source materials and encoding original insights. In terms of decoding, criticism implies discerning **observation;** in terms of encoding, it implies informed **interpretation.** in either case, critical thought is an act of **translation,** the processing of input information, and creation of an output which interprets "meanings."

Much of the analysis involved in the critical process is subjective, but a thoroughly honest attempt must be made to locate reliable patterns in what is observed, and to restrict as much as possible the tendency to guess or to bias a study. The ability to locate and relate essential patterns should stand the student in good stead throughout life, and should benefit him in any curricular discipline. What we strive to reveal in the Freshman Seminar is the remarkable facility of computers for sorting and displaying information so that patterns can emerge more readily from textual as well as numeric materials. This knowledge is widely spread throughout the computing profession, and is rapidly reaching fields such as literature, psychology, and political science. The study of patterns in language and the use of language as evidence are common to these varied disciplines.

II. A Prior Study and A Model

An example illustrating the boost which computers lend critical studies of language is the power of computer-sorting to reveal important patterns in a major work of literature. John Milton's great epic *Paradise Lost*[3] is encountered by most students in college if not before; it has inspired vast critical controversies which have survived in discussion for three hundred years.

In the Vassar Freshman Seminar "Style and Self-Image," the poem is presented as typical of cases in which the very presence of patterns is disputed, and patterns where discerned inspire a host of disparate readings.[4] The exemplary status of the poem in respect to complex "messages" at-large arises from matters of content and structure. The epic traces the history of "Man's first disobedience" (I. 1); the succumbing of Eve to Satan's flattery; her eating of the forbidden fruit; her persuasion of Adam; their miseries; their education by God's emissaries as to the envious origins of Satan's rebellion; and the future history of Man until Judgment. The work is lengthy (nearly 80,000 words) and events are not presented chronologically, but instead in epic-order, progressing from the midst of the action with Satan's fall to Hell upon defeat in the heavenly wars. In addition to profundity of issues in theology, and the structural complexities of shuffled time schemes and interrupted confrontations, local passages are marked by convoluted syntax, the verb often appearing near the end of thoughts spread over hundreds of words. It is not surprising that the questions which the work provokes require

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deep investigation of its elemental patterns. Is the work artistically designed, with style and structure supportive of themes? Are Satan's stated thoughts and his dramatized actions, for instance, consistent with his motives as narrated by the other "voices"?

The history of Milton scholarship is replete with both positive and negative responses to such questions. Indeed, when members of the Seminar read *Paradise Lost* early in the course, their own responses to such issues are diverse and discordant. A major topic of the Seminar is how computers aid in addressing such difficult matters. Although representing just one of several types of computerized searching discussed in the course, Appendix II displays selected instances of output from computer-sorting in the form of a **"Context-Concordance."** Such materials are explained in detail in the early meetings of the course, but may be understood here simply with reference to the keyword field (with neighboring text both to the left and right)' and the context field, in this case identifying setting, speaker, and audience, to the far right on the page. It is essentially this type of contextual display, though with a varied format, which participants in the Freshman Seminar later employ in conducting their own original, computer-based studies. This output need only be given brief attention here to suggest how the computer-sorting of language patterns can be applied to contemporary issues.

As seen in Appendix II (A), the surprisingly few occurrences of the conjunction "BECAUSE (10) when compared with the term "AND" (3,401) reveal the artful genius of Milton, and the significance of even those seemingly non-substantive terms which human study would most likely relegate to an "omissions" list. The linking "AND" is used by over twenty speaking voices in the poem; "BECAUSE," the lawlike and deductive term, is spoken only by Milton's obedient agents (including Eve before her fall and Adam after both repent). It is interesting to note the "THEREFORE," more inductive and self serving, is distributed more broadly and is also spoken by those whose arguments the poet (through the Narrator) would not have us morally credit. Satan is included. This example exhibits the incredible consistency with which the blind poet, creating his masterpiece, controlled the style in adjustment to themes which thread through the entire work.

The computer also enables us to contrast characters within local settings. The consistency of Milton's rhetoric across speakers, and his suiting of speech to the character, is exampled in Eve's affirmative uses of "LOVE" before her fall ("faith and love") and her increasing preoccupation with negative aspects of love just after her fall, posed in Book IX at line 781 (after which she laments the "agony of love" and "trial of love"). A separate context-concordance reveals the notable consistent restriction of the same word, "LOVE," as spoken by Satan, to only those situations in which he is alone, and generally in a negative mood. These occurrences (in Books IV and IX) are widely separated in the lengthy epic; but when retrieved and displayed by computer, they epitomize Satan's stark pride and his self-exiled emotions.

Such striking patterns in a complex work are not readily observed by an unaided reader. They are made explicit through the computer's unique capacity to sort, merge, and display by **sets** or on **keys.** Early in the Freshman Seminar, the participants study other and related ways in which the computer can support the critical process by retrieving evidence submerged in source texts, thus expanding both the range and types of information input to analysis.

III. The "Self-Image" Seminar Strategy

The multi-faceted task of conveying typical critical problems, providing model studies, introducing the computer, and converting to contemporary issues, might seem formidable given the definition of a Seminar as thirteen weekly meetings. Both in the Watergate Section and in subsequent studies of President Nixon's self-image, the feasibility and completion of original projects must be credited to the energies and talents of the students who participate.

Each two-hour meeting is segmented into two sections, one on the issues of *Paradise Lost* (specifically, style and self-image in the portrayal of Satan) and the other on practical aspects of studying current events with the aid of computers. By pairing discussion of specific stages in the prior study with specific stages in the

current project, the acquisition of precepts and experience in the application of computer-aided criticism can proceed at roughly the same pace.

The main topics treated are, in succession:

(A) General goals of aesthetic inquiry and language study; how these matters relate to computer resources.

(B) Project planning for document analysis; a systems-approach in the context of problem solving.

(C) The preparation of machine-readable materials; comparative methods and practical tactics.

(D) The analysis of computer-generated research aids; their relation to overall goals of inquiry in a psycho-historical setting.

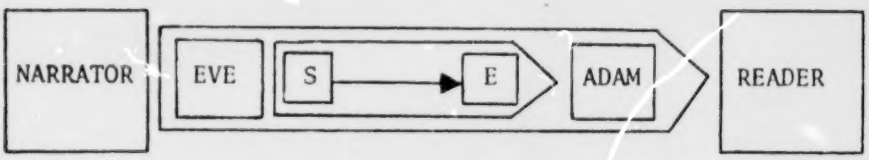
In each case, the construction of the *Paradise Lost* and sub-text concordances — their roles in the critical process — are given as background; the students' joint project remains in the foreground.

(A)

The goals of critical inquiry, especially regarding language studies, have been briefly sketched above in introductory discussion. While such abstract concepts as that of "the critical process" are briefly touched on in the Seminar, the more tangible frustrations of Milton's critics in attempting to "decode" his complex work, and to "encode" interpretations, are given more detailed attention. The students first address these controversies on an intuitive basis, and discover such a wide range of peer responses to the same basic source materials that their appetites for evidence enlarge appreciably. The analogy to Watergate-related issues is an easy one to make due to the students' interest in testimony and their awareness that the hearings transcripts and associated documents are both voluminous and complicated.

The class encounters the complexities of Milton's poem first, directly through reading the text, then indirectly by surveying critics in print and by writing their own highly diversified critical essays. The complexities of Watergate communications are established through listening to testimony tapes comprised of particularly convolute reference — reports on reports and conversations on conversations — through reading contemporary accounts by political observers, and through in-class discussions.

The parallels between poem and politics which the students have been able to extrapolate are many. First, due to the "nested" nature of communications in both cases, the commitments of individual speakers are not simple to extricate. Just who said what to whom? In both case, the unaided reader (or the listener) is hard pressed to remember. In the poem, for example, one speaker's words are often voiced by another, and both voices (that reporting and that reported) are communicated by the Narrator, the "Epic Voice."



In Book V, for example, the Narrator tells us that Eve tells Adam that Satan has spoken to her. Similarly complex are instances in Watergate-related documents, in which a witness tells what he has been told that a third party said; and it is of interest that the critics of Milton and the critics of Watergate often themselves cite citations of others.[7]

Secondly, just as the individual voices in *Paradise Lost*, once separated, have inspired extreme and clashing reactions by critics, so does the Watergate testimony provoke contradictory responses (in popular media and in the classroom). Perhaps most significantly, just as the great length and structural intricacies of the poem have disrupted many a serious attempt to elucidate its central themes, so have the sheer bulk and cross-referencing tendencies of the Watergate testimony confounded its interpreters (as witnessed by the common lament of 'oversaturation' in otherwise widely varying editorials and news reviews).

Thus, the prospects of computer assistance in sorting out exigencies of poetry or politics seem equally attractive. Both domains of discourse are approachable as 'complex message sets', within communication settings which themselves are highly intricate.

(B)

The approach to project planning which is taken in the Seminar is goal-oriented. With a mass of source materials and a correspondingly unmanageable collection of issues, questions, and problems, it is both helpful and necessary to elucidate precisely what one hopes to learn by enlisting the aid of computers (as opposed to **all** the questions one can think of asking). Arriving at some useful evidence respective to a given and anticipated issue is essential, as is the formulation of a specific plan for achieving an "answer." The necessity of defining a concrete, achievable goal, and of formulating a feasible route or a critical path through the problem becomes very clear to the students when they hold their first self-directed discussions on materials selection. In the romantic spirit associated with the early stages of most projects,[8] the Seminar members almost invariably first propose to concord what might be described as "the world" (here, all of the Watergate testimony; in later courses, all of the White House Tape-Transcripts). Learning of the limits of the Vassar Computer provides some constraints,[9] but it is the actual labor of preparing their card decks which in most cases has appropriately narrowed the sights of the Seminar students. Selection of materials depends a good deal on goals and on givens.

Given the severe restrictions on data-base size and the limitation to thirteen sessions for the total course, Freshman Seminar students (most of whom have not previously used computers) have among themselves devised selection principles to delimit their domain of inquiry. In the Fall term of 1973, when the Watergate studies began, the text-base was considerably narrowed through restriction to the witnesses' descriptions of **communications to and from the President,** a topic which seemed to promise insight into both the self-concepts of different witnesses, and, at the same time, their views on the role of the highest official. Taking this approach from the givens (Watergate testimony in the early Seminars and Richard Nixon's discourse in more recent courses) and proceeding toward a set of concrete goals, the division of labor which is to resolve the unknowns (build and analyze the evidence-base) has been democratically decided. Because the initial, Fall-term session of the Seminar in 1973 preceded the "instant" publications by two publishers of the testimony, the earliest students were thrown into basic research by the necessity of searching microfilms for "candidate" passages. This they achieved by assigning to themselves specific spans of dates to scan. Finding and keypunching just those excerpts which most clearly qualified as comment on communication to or from the President was to prove a challenge of sufficient scope to introduce the freshmen to the intractable demands of data-acquisition; for the Spring-term 1974 students, with their paperback editions of the testimonies, the establishment of validation procedures was to replace acquisition as an immediate goal, and the editing role was to prove equally demanding of precision and patience.

(C)

The data-base to be input into the computer in order to produce contextual concordances can be thought of as 'duplex'. The text (here, Watergate testimony) is one constituent, and observation on the testimony is another. Two messages are to be intertwined by virtue of the central concept of context-concording, which is to advance critical thinking by presenting directly on the computer page initial findings that contribute to interpretation.

Encoding the first component, the original text itself, is the more obvious starting place for freshmen without prior experience in language data processing. Appendix II, here, displays the output from a Harris Intertype Fototronic type-setting system, a somewhat sophisticated expression of computer printout since it

includes upper/lower case, boldface, full punctuation, and special symbols. It is of significance for the teaching of data encoding in more modest processing environments that the input to the FOTO was a print-tape based on data punched on a standard 026 keypunch.[10]

Appendix III (A) shows a sample of the input data-base, with transcription conventions where appropriate and necessary, such as the dollar sign symbol ($) preceding letters to be capitalized and the plus sign (+) postfixed to initial words in lines, which on FOTO transcription were to be preceded by the solid black ball (●) to keep the separate lines distinct. Part B of the figure displays data from the Freshman Seminar text component, with the asterisk postfixed to indicate capitalized words, and the ampersand (&) placed at card-initial position.[11] Similarly, approximately one dozen transcription codes have been adopted across the four-course series "Computers for Students of Language," in order to model on the Vassar 48-character printer the more desirable resources for a text scholar, upper/lower case and even multiple type fonts. The students, mindful of the need for scholarly standards in despite of economic limits, adapt readily to the notion of encoding-conventions for the text-base, as they do to that of mnemonics and abbreviations, within the "observer" component to be treated next.

Appendix III (B) shows, to the left, a listing or "log" of the forty-one appearances of Satan as speaker in *Paradise Lost*. Epic or "reader" order is adopted here, though not in the computational study, in numbering the rows which stand for separate records in the data-base. Secondly, the displacement of chronology or "behavioral time" which are effected by the epic ordering are shown in the second field of contextual items. Book number, line and page numbers in the Ricks edition, name of Audience and Setting then follow. Similarly, and to the right of this figure, a "log" can be constructed to display in matrix format the communications to and from the President located by the students; several class periods each term are devoted to discussion of assumptions and commitments which accrue to category construction and construct labeling. The fields of information chosen to be coded by the Fall-term class of the 1973 Seminar included: identification of speakers; day of testimony; modality; medium; and principal topic. 'Modality' was defined as a mode and sometimes mood indicator (was the communication actual, hypothetical, theoretical, private? etc.) and 'medium' described the type of discourse (for example, testimony, conversation, letter, memo, meeting, and vaugely defined questioning). In the last field, the students identified one central topic of discussion, such as the listening box, bugs, records, abstract concept of authority, or tapes, as abbreviated in the first few rows. In regard to this latter subject — the topic — the difficulty of assigning just one code to complex topics escaped no one.

Deciding on a practicable list of codes within each field proved as strenuous an intellectual exercise as was the original division of the observation field into four basic units. Certain subtleties were pre-designed by the students, such as the uses of dashes, periods, and commas (- . ,) to identify the President as 'source' or 'receiver' of the communications in one column and identification of the keypuncher in another. Such coding novelties were, of course, most inconsistently applied. In addition to purposive devices, *ad hoc* procedures abounded. While seated at the keypunch itself, creativity bloomed. In a general session dedicated to decoding the carefully pre-planned content codes, there were several inspired, punch-time innovations which defied translation, even though at that particular evening session no one was absent. This mirthful state of affairs and others like it introduced welcome touches of recreation into what the students had ardently defined for themselves as a deeply serious production plan.

(D)

As to the processing of the merged text-and-observation based data, the specific algorithm which produces the *Vassar Context Concordance* is essentially the same as that for the original *Context Concordance to Paradise Lost*. The main exception is that here the keyword field is to the right, with contextually observed content keys to the left.[12] The relation of their data to subsequent phases of processing is expressed to the Seminar students in terms of the basic elements of job streams: input, processing, output; but it is to the rigors of interpreting the output to which their attention, in this first course, is directed. One of their jobs is to derive interpretations (here, about self-image) from a document provided through computational aid; this is one sense in which the computer aids critical judgment. Another job is to evaluate the relation of computer-aids to the

overall process of critical thinking. An example of the first type of yield — that from analysis of a specific product of computing — is displayed here as Appendix IV. Just as we can ask if Eve's use of "LOVE" in Milton's poem changes over time, or whether Satan ever, ironically, expresses "LOVE" — and, if so, in what contexts — so can we ask if terms of feeling, self-esteem, logic, admission, or basic changes of tone occur across time for particular Watergate witnesses.

An exemplary case, examination of discrepancies between 'admitted knowledge' and 'asserted facts', is derived in part from the computer output and in part from intuition. As shown in Appendix IV, the computer program gathers uses of such tems as "KNOWLEDGE" (Part A) across several speakers (just as in *Paradise Lost*) and annotates them contextually with reference to semantically-bound features of the different occurrences or tokens of the given (word) type. While the term "KNOWLEDGE" seems fairly well distributed across speakers and topics (respective to communications to and from the President) John Dean's uses of related terms[13] have their own 'personalties', as do the usages of others. The denial phrases "DON'T KNOW . . . DID NOT KNOW . . ." and "DIDN'T KNOW" seem prominent, and yet Dean is shown clearly to have confidence in many a "FACT." Among them are the far from neutral facts of set-ups, collusion, and political usury, charges strong enough to have warranted assertion of personal knowledge, had not the speaker (perhaps) been so immediately vulnerable to indictment for conspiracy to cover up such arrangements. As one student writes, generalizing from the *Watergate Contest Concordance*:[14]

> None of the Watergate conspirators accepted responsibility. If facts weren't definite and unincriminating they were never discussed or the witness conveniently "didn't know."
>
> In conclusion, I found one witness who only talked about facts, one witness who offered almost no new information, and one witness who was a parrot. If these men are a sample of the individuals that lead our country, the United States is in trouble. How men of their intelligence, importance, and stature can perform tasks without thinking and recognizing the consequences or possible harm is very hard to believe and I have to wonder how many of the facts remain untold!

Such applications of context-concording are typical of the role of computer-based reference documents in leading to interpretations; they gather the evidence but do not force a conclusion. In as short a course as this, the final projects listed in Appendix V must be taken as exploratory efforts and not finished papers. The frustrations of the class in completing their concordances so close to the end of the term are, in fact, acknowledgments that completing the computational phase of a critical project merely leads one into long and scrupulous deliberation over the portent of evidence gleaned. A satisfactory conclusion to the course, from the point of view of this teacher, is the stimulating mix of frustration at having so little time left in which to analyze, and excitement over achieving the context-concordance, moods which prevail in the course's last sessions.[15]

A realization that computer-output is itself an input to decision making, not an end to thinking or a panacea, is precisely what leads a good proportion of the Seminar students into enrolling in programming courses or further classes in computing for students of language, even though the Computer Science program as it now stands has no major and comprises all electives.

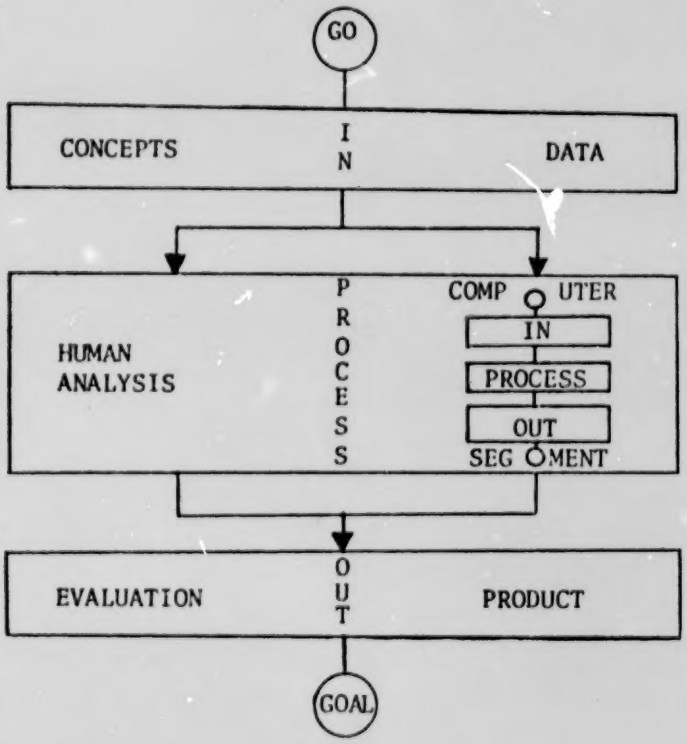
IV. Conclusion and Qualification

The critical process is very complex. It involves both decoding of patterns and encoding of one's observations on that pattern. How much does the human being want to be helped with this process?

In the Freshman Seminar, as students enter college to explore their interests and themselves, we try to suggest that machines can help man to bring focus to his queries in a problem-solving manner. The computer is a resource — without man, just an appliance. It is neutral, that is, and control can be transferred to it as man wishes.

Later in the course series, we explore methods for allotting the computer more control than is enfranchised through concordances. An example is the method for producing essay-writing programs in which texts are searched for lexical and other keys that increment counters associated with the output of motivational inferences.[6] But even at this more advanced stage, where 'human character' is limned and 'purpose' hypothesized on the basis of detecting many types of textual features, the critical process is always aided, never replaced, by computer support. Even computer-simulation of the testimonies given by separate witnesses, and of the President's own discourse, seems not to produce in this new generation of students a preference or untowardly reverence for machines over and above human judgment.[7] Indeed, it appears to intensify their desire to merge the sensitivity with which man can perceive, and the precision with which machines scan.

As may be diagrammed, the computer component is only one segment, but a vital and 'unimpeachable' one, in the chain of critical processes which lead to well informed judgment.



We are constantly adjusting the courses in Computer Science Studies at Vassar, in response to the increasing familiarity of entering students with respect to automation. However, the comparison of problems of self-representation based in poetry and those in politics seems to be proving a viable constant, since critical thinking is required in traditional scholarship and in the realm of worldly affairs. Although the specific origin of the project text-base and the exact sequence of course assignments have varied, our three semester experience with this Freshman Seminar concept indicates that students can be made aware of the computer as a desirable resource option, and its sophisticated implications relative to critical analysis can be incorporated into their scholarly repertoires, as early as the first term of their freshman year in college.

NOTES

[1]Winifred A. Asprey, Professor of Mathematics and Director of the Computer Center. Facilities: onsite IBM 360/30E batch-processing system; four APL terminals into an off-campus time-sharing service. Author's status: Assistant Professor.

[2]This is the first in a series of four courses in "Computing for Students of Language," surveying a alphanumeric applications from Data-Processing to Artificial Intelligence. Advanced work includes: computer simulation of natural language; automated essay analysis for psycholinguistic inference; consultant-based Project Design for Document Analysis. The series is taught by this author.

[3]Published in twelve Books in 1674. Basic texts for the present treatment are: Todd, Henry J., ed., *The Poetical Works of John Milton* (London: J. Johnson, 1809); Ricks, Christopher, ed., *Paradise Lost and Paradise Regained* (New York: The New American Library, 1968).

[4]Misek, L. D., *Computing a Context: Style, Structure, and the Self-Image of Satan in Paradise Lost* (Ph.D. Dissertation, Case Western Reserve University, 1972).

[5]A discussion of Bar-Hillel's distinction between "context" and "co-text" (the latter exemplified by H. Luhn's concept of KWIC fields) is found in Misek, *Automated Contextual Analysis of Thematic Structure in Natural Language* (Cleveland: A. R. Jennings Computing Center, Report 1103, 1970).

[6]I appreciate the suggestion of my Vassar colleague Stephen Hopper (Chemistry) that I consult Polya's *How to Solve It* in this regard.

[7]Richard Moore voiced sensitivity to the difficulties of interpreting words on his first day of testimony: "...when two men communicate... there is a two-fold hazard... the man who spoke might not have expressed himself clearly, and may not have expressed what was in his mind... the man who heard may have put a different interpretation on the words than did the man who spoke them." (personally transcribed from TV).

[8]The quip is not mine. I am indebted to the (anonymous) source.

[9]The 360/30E is a single-user system with 32k total core, approximately 17k user core.

[10]More exactly, the *Context Concordance to Paradise Lost* (Jennings Computing Center, 1971) produced from 026 input was stored on a print-tape; the FOTO read this tape. (Vassar uses 029 rather than 026 keypunch machines).

[11]This is clearly less crucial for prose, especially here, since the boundaries of text on the punched cards do not match a given newspaper rendition. The ampersands (&) appearing in the KWIC field, however, do flag card-initial position.

[12]L. D. Misek/Thomas Mylott III, design/implementation in PL/I; adapted from L. D. Misek/William Cornwall, original design/implementation in ALGOL at CWRU.

[13]These are co-constituents of the same base-concept set.

[14]Michael Diamond (Vassar '77).

[15]Seminar projects can be carried over into individualized "Independent Studies."

[16]In COMSC. 307a ("Principles and Practice of Computer-Aided Criticism") automated extraction of meaning is pursued both theoretically and through working programs.

[17]A misconception which unfortunately plagues their elders, especially those with no hands-on computing experience.

APPENDIX I: COURSE ANNOUNCEMENT

Freshman Seminars

In the Academic Year 1974-75, Vassar College will offer a series of Seminars designed especially for, and limited to, freshmen. These Seminars will permit the specialized exploration of an area of, or an approach to, a discipline. They are intended to give the freshman student a chance to work closely with a faculty member on a specialized subject of his own interest. The Seminars will involve greater emphasis on sustained independent inquiry and closer association with instructors than is ordinarily the case in regular freshman courses. The Seminars will be ungraded, and each carries either ½ or 1 unit of academic credit. A freshman may not enroll in more than one Seminar during a semester.

In selecting a Seminar, you should consider its relationship to planned future work in that field. Attached to each Seminar description is a statement indicating whether and under what circumstances it serves as a prerequisite for intermediate or advanced work in the field.

17 Computer Science 197a or 197b. Style and Self Image. (1 unit)

When we read, we react individually to the same "messages". What about a written work *allows* or even *guides* us to interpret meanings differently?

In this Seminar we will focus on an especially provocative figure, a source of critical controversy for over three hundred years. The Satan of John Milton's *Paradise Lost* has been called "HERO" or "FOOL", "COHERENT" or "RAMBLING", "DYNAMIC" or "WEAK".

The computer will be explored as a means of recognizing patterns — for untangling complex themes and structures in the poem which both draw our attention to Satan's centrality and at the same time distract us from his dramatic consistencies, public and private.

Satan's "self-image", in particular, will be studied as a model for many cases in which a speaker attempts to persuade us (and others) to evaluate his words and deeds as he himself would.

As a second topic of this Seminar, transitions from the analysis of "literary" language to "live" communications will be demonstrated through group study of *Watergate Testimony*. Emphasis will be on "self-image" and social role as revealed in messages to and from The President.

APPENDIX II: CONTEXT-CONCORDANCES, POETIC MATTER

A: Displaying Patterns Across the Entire Text of Milton's *Paradise Lost*

B: Displaying Patterns Across and Within Individual Characterizations

PARADISE LOST CONTEXT CONCORDANCE COPYRIGHT © 1971 L.D.MISEK 08 JUL 71

river over] the marish glides, •	And	gathere ground fast at the labour	1	631	12.NAR	EP.VCE	TO	READER	209	13	28	560
comet; which with torrid heat, •	And	vapour as the Libyan air adust,	1	635	12.NAR	EP.VCE	TO	READER	209	13	28	560
l caught • Our lingering parents,	and	to the eastern gate • Led them di	4	638	12.NAR	EP.VCE	TO	READER	209	13	28	560
• eastern gate • Led them direct,	and	down the cliff as fast • To the s	4	639	12.NAR	EP.VCE	TO	READER	209	13	28	560
• With dreadful faces thronged!,	and	fiery arms: • Some natural tears	5	644	12.NAR	EP.VCE	TO	READER	209	13	28	560
to choose • Their place of rest,	and	Providence their guide: • They,	5	647	12.NAR	EP.VCE	TO	READER	209	13	28	560
and in hand, with wandering steps	and	slow, • Through Eden took their	8	648	12.NAR	EP.VCE	TO	READER	209	13	28	560
occurrences = 3401 , 4.2605%												

e, lessen or degrade thine own. •	Because	thou hast, though throned in high	1	305	3.THRN	GOD	TO	SON	2	2	11	66
d, • Far more than great or high;	because	in thee • Love hath abounded more	7	311	3.THRN	GOD	TO	SON	2	2	11	66
surety none Freely we serve, •	Because	we freely love, as in our will •	1	539	5.LODG	RPHAEL	TO	ADAM	6	6	44	186
against me is all their rage, •	Because	the Father, to whom in Heaven s	1	814	6.NRTH	SON/RL	TO	ANGELS	6	3	34	340
nd Earth, • Boundless the Deep,	because	I Am who fill • Infinitude, nor	4	168	7.THRN	GOD/RL	TO	SON	9	1	6	347
herefore doubt • To God or thee,	Because	we have a foe • May tempt it, I	5	280	9.EDEN	EVE	TO	ADAM	12	2	9	340
presumes already vain and void, •	Because	not yet inflicted, as he feared!,	1	51	10.THR	GOD	TO	ANGELS	30	1	2	396
•	Because	thou hast done this, thou art arc	1	175	10.EDN	GOD/VC	TO	SATAN	35	6	30	414
•	Because	thou hast hearkened! to the voice	1	198	10.EDN	GOD/VC	TO	ADAM	37	8	24	418
of our discharge • From penalty,	because	from death released! • Some days:	3	197	11.EDN	ADAM	TO	EVE	59	3	13	470
occurrences = 10 , .0125%												

A

own, since easier shunned? • God	therefore	cannot hurt ye, and be just; • No	2	700	9.TREE	SATAN	TO	EVE	63	7	38	489
ith thee, and odious soon. • Thou	therefore	also taste, that equal lot • Ma	2	881	9.EDEN	EVE	TO	ADAM	32	12	44	375
ntinent • Of easy thorough-fare.	Therefore	, while I • Descend through dark	4	393	10.BRO	SATAN	TO	SIN+DT	45	1	32	420
• Thou	therefore	on these herbs, and fruits, and f	2	603	10.EDN	SIN	TO	DEATH	5	4	30	434
condemnal; • But elf destruction	therefore	sought, refutes • That excellence	4	1016	10.EDN	ADAM	TO	EVE	57	8	6.	456
ore fallen • From innocence. Now	therefore	, bend thine ear • To supplication	4	30	11.THR	SON	TO	GOD	4	1	3	459
able and vain, • self-left. Least	therefore	his now bolder hand • Reach also	3	93	11.THR	GOD	TO	ANGELS	40	2	6	461
on him that breathes in forth: •	Therefore	to his great bidding I submit •	1	314	11.EDN	ADAM	TO	MICHAEL	61	4	23	480
tive mainly to the sin of Eve. •	Therefore	so abject is their punishment, •	1	520	11.MIL	MICHAEL	TO	ADAM	9	8	44	501
hteous in a world preverse, • And	therefore	hated, therefore so beset • With	2	702	11.MIL	MICHAEL	TO	ADAM	16	15	67	524
preverse. • And therefore hated,	therefore	so beset • With foes, for daring	4	702	11.MIL	MICHAEL	TO	ADAM	16	15	67	524
lound no aid • Against invaders;	therefore	, cooled! in zeal, • Thenceforth s	3	801	11.MIL	MICHAEL	TO	ADAM	17	16	71	529
is to come I will relate; • Thou	therefore	give due audience, and attend. •	2	12	12.MIL	MICHAEL	TO	ADAM	19	1	3	534
de reduce • Man, till then free.	Therefore	, since he permits • Within himself	5	90	12.MIL	MICHAEL	TO	ADAM	20	2	6	538
ong them, as of thee begot; • And	therefore	was law given them, to evince • T	2	287	12.MIL	MICHAEL	TO	ADAM	22	4	12	544
e of law to works of faith. • And	therefore	shall not Moses, though of God	2	307	12.MIL	MICHAEL	TO	ADAM	22	4	12	544
al wounds • Of head or heel: Not	therefore	joins the Son • Manhood to Godh	6	388	12.MIL	MICHAEL	TO	ADAM	23	5	16	548
ppier far.— • Let us descend now	therefore	from this top • Of speculation; f	5	588	12.MIL	MICHAEL	TO	ADAM	26	8	25	557
occurrences = 40 , .0501%												

snowest • Us happy, and without	love	no happiness. • Whatever pure tho	5	621	8.LODG	RPHAEL	TO	ADAM	58	4	42	328
art. • As strong, live happy, and	love	! But, first of all, • Him, whom	6	633	8.LODG	RPHAEL	TO	ADAM	58	4	42	328
but, first of all, • Him, whom to	love	as to obey, and keep • His great	4	634	8.LODG	RPHAEL	TO	ADAM	58	4	42	328
ow. To brute denied, and are of	love	the food. • Love, not the lowest	7	240	9.EDEN	ADAM	TO	EVE	40	1	7	338
rits, and are of love the food. •	Love	, not the lowest end of human life	1	241	9.EDEN	ADAM	TO	EVE	40	1	7	338
ow God, or to disturb • conjugal	love	than which perhaps no bliss • En	2	243	9.EDEN	ADAM	TO	EVE	40	1	7	338
dual feat, that my firm faith and	love	• Can by his fraud be shaken or s	9	286	9.EDEN	EVE	TO	ADAM	12	2	9	343
dav in his care • And maximon.s.	love	but Eve, who thought • Less att	3	319	9.NARR	EP.VCE	TO	READER	106	6	12	363
• the event. • And what is faith,	love	, virtue, unassayed! • Alone, with	5	335	9.EDEN	EVE	TO	ADAM	13	3	13	364
, • Not ther mistrust, but tender	love	, enjoins, • That I should mind t	6	357	9.EDEN	ADAM	TO	EVE	42	3	15	366
what hither brought us! hate, not	love	; nor hope • Of Paradise for Hel	7	475	9.EDEN	SATAN	TO	SELF/S	38	2	19	390
n. • She fair, divinely fair, fit	love	for Godss! • Not terrible, though	6	489	9.EDEN	SATAN	TO	SELF/S	38	2	19	390
ot terrible, though terrour be in	love	• And beauty, not approached! by	7	490	9.EDEN	SATAN	TO	SELF/S	38	2	19	390
e. • Hate stronger, under show of	love	well feigned; • The way which to	6	492	9.EDEN	SATAN	TO	SELF/S	38	2	19	390
emper, but with show of real and	love	• To Man, and indignation at his	9	665	9.NARR	EP.VCE	TO	READER	118	18	37	368
female sex, the more to draw his	love	, • And render me more equal; and	9	822	9.TREE	EVE	TO	SELF/2	21	11	42	373
me in bliss or woe: • So dear I	love	him, that with him all deaths • I	4	832	9.TREE	EVE	TO	SELF/2	21	11	42	373
eprived! • Thy presence, agony of	love	till now • Not felt, nor shall be	5	858	9.EDEN	EVE	TO	ADAM	22	12	44	375
May join us, equal joy, as equal	love	; • Lest, thou not tasting, differ	8	862	9.EDEN	EVE	TO	ADAM	22	12	44	375
erego • Thy sweet conjugal, and	love	so dearly joined!, • To live again	5	909	9.EDEN	ADAM	TO	EVE	43	4	46	377
• O glorious trial of exceeding	love	, • Illustrious evidence, example	6	961	9.EDEN	EVE	TO	ADAM	21	11	5	383
. " Shall separate us, linked in	love	so dear, • To undergo with me one	6	970	9.EDEN	EVE	TO	ADAM	23	13	52	383
essed • This happy trial of thy	love	, which else • So eminently never	6	975	9.EDEN	EVE	TO	ADAM	23	13	52	383
te of thy love true, • So faithful	love	unequalled! but I feel • Far ot	3	983	9.EDEN	EVE	TO	ADAM	23	13	52	383
derly wept much won, that he his	love	• Had so ill requited, as of choice	8	991	9.NARR	EP.VCE	TO	READER	125	25	51	384
r lap. • There they their fill of	love	and love's disport • Took largely	6	1042	9.NARR	EP.VCE	TO	READER	126	26	55	386
• Is this the	love	, is this the recompence • Of mine	4	1163	9.EDEN	ADAM	TO	EVE	49	10	62	393
nanced! both, and discomposed! •	Love	was not in these looks, without to	1	111	10.NAR	EP.VCE	TO	READER	134	4	7	402
eed, and lovely, to attract • Thy	love	, not thy subjection: and her gift	2	159	10.EDN	GOD/VC	TO	ADAM	33	4	14	409
ned! • By a far worse, or, if she	love	withheld • By parents; or his ha	8	903	10.EDN	ADAM	TO	EVE	55	6	54	444
us. Adam! witness heaven • What	love	sincere, and reverence in my hear	2	915	10.EDN	EVE	TO	ADAM	26	2	16	450

B

excuse • But rather I] free	love	?dall equally to all? • Be th	22	ERTH-H	SATAN	TO	SELF	1	1	1	3	69 4
?d equally to all? • Be then his	love	accursed, since love or hate,	22	ERTH-H	SATAN	TO	SELF	1	1	1	3	69 4
Be then his love accursed, since	love	or hate, • To me alike, it de	22	ERTH-H	SATAN	TO	SELF	1	1	1	3	69 7
• perdus • With wonder, and could	love	, ere till now, • Expressing hate	23	ERTH-H	SATAN	TO	SELF	2	1	2	3	383 5
n thrust, • Which to the hei ght	love	, but force deserve • Among o	24	ERTH-H	SATAN	TO	SELF	3	1	3	3	809 5
what hither brought us! hate, not	love	, nor hope • Of Paradise for	34	ERTH-H	SATAN	TO	SELF	6	1	2	3	478 7
She]] fair, divinely fair, fit	love	for Gods • Not terrible, th	34	ERTH-H	SATAN	TO	SELF	6	1	2	3	488 8
ot terrible, though terrour be in	love	• And beauty, not approached b	34	ERTH-H	SATAN	TO	SELF	6	1	2	3	490 2
• Hate stronger, under show of	love	well-feign d • The way which	34	ERTH-H	SATAN	TO	SELF	6	1	2	3	492 8
occurrences = 8 , .1138%												

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APPENDIX III: FROM POETRY TO POLITICS
(*Paradise Lost* to Watergate)

A

```
$BEFALL+ THEE SEVERED FROM ME; FOR THOU KNOWEST
$WHAT+ HATH BEEN WAGED US, WHAT MALICIOUS FOE
$ENVYING+ OUR HAPPINESS, AND OF HIS OWN
$DESPAIRING+, SEEKS TO WORK US WOE AND SHAME
$BY+ SLY ASSAULT; AND SOMEWHERE NIGH AT HAND
$WATCHES+, NO DOUBT, WITH GREEDY HOPE TO FIND
$HIS+ WISH AND BEST ADVANTAGE, US ASUNDER;
$HOPELESS+ TO CIRCUMVENT US JOINED, WHERE EACH
$TO+ OTHER SPEEDY AID MIGHT LEND AT NEED:
$WHETHER+ HIS FIRST DESIGN BE TO WITHDRAW
$OUR+ FEALTY FROM $GOD, OR TO DISTURB
$CONJUGAL+ LOVE, THAN WHICH PERHAPS NO BLISS
$ENJOYED+ BY US EXCITES HIS ENVY MORE;
```

B

```
C     I* DON'T KNOW IF THE PRESIDENT'S* STATEMENT WAS MEANT TO BE A
C VERY LITERAL PLAY ON CAREFULLY CHOSEN WORDS OR WHETHER HE INTENDED
C TO GIVE IT THE BROAD-BRUSH INTERPRETATION THAT IT LATER RECEIVED.
C THE* ISSUING OF THE SO-CALLED ((DEAN* REPORT*)) WAS THE FIRST TIME
C I* BEGAN TO THINK ABOUT THE FACT THAT I* MIGHT BE BEING SET-UP IN
C CASE THE WHOLE THING CRUMBLED AT A LATER TIME.
```

BOOK-A	CHAP-B	BOOK-C	LINES D	PICKS PAGE F	AUDIENCE F	SETTING G
1	10	I	84-124	49--50	BEELZEBUB	BURNING LAKE
2	11	I	157-191	51--52	BEELZEBUB	BURNING LAKE
3	12	I	242-270	53--54	BEELZEBUB	SHORE IN HELL
4	13	I	315-330	56	FALLEN ANGELS	SHORE IN HELL
5	14	I	622-662	64--65	FALLEN ANGELS	SHORE IN HELL
6	15	II	11--42	70--71	COUNCIL-FALLEN	PANDEMONIUM
7	16	II	430-465	81--82	COUNCIL-FALLEN	PANDEMONIUM
8	17	II	681-687	88	DEATH	GATE OF HELL
9	18	II	737-745	90	DEATH-SIN	GATE OF HELL
10	19	II	816-844	92	DEATH-SIN	GATE OF HELL
11	20	II	968-987	96	LIGHT	CHAOS
12	21	III	65--80	117	LIGHT	ORB OF SUN
13	22	IV	32-113	131-133	SATAN	SUNNY REGIONS
14	23	IV	358-392	130-131	SELF	TREE OF LIFE
15	24	IV	505-535	134-135	SELF	TREE OF LIFE
16	28	IV	827-835	143	ZEPHON-ITHURIEL	TOWER IN EDEN
17	29	IV	851-854	144	ZEPHON-ITHURIEL	TOWER IN EDEN
18	30	IV	860-901	145	GABRIEL, SEP., 4TH	TOWER IN EDEN
19	31	IV	925-945	146	GABRIEL, SEP., 4TH	TOWER IN EDEN
20	32	IV	970-979	147	GABRIEL, SEP., 4TH	TOWER IN EDEN
21	25	V	30--43	150-151	EVE	(EVE'S DREAM)
22	25	V	58--63	151	EVE	(EVE'S DREAM)
23	27	V	67--81	151	EVE	(EVE'S DREAM)
24	1	V	675-693	167-168	BEELZEBUB	KINGDOM OF GOD
25	2	V	772-802	170-171	ANGELS	LUCIFER'S PALACE
26	3	V	853-871	173	ADAM	LUCIFER'S PALACE
27	4	VI	150-177	178-179	SATAN	NORTHERN PLAIN
28	5	VI	292-295	182	MICHAEL	NORTHERN PLAIN
29	6	VI	418-465	185-186	FALLEN-ERS	NIGHT CAMP
30	7	VI	470-495	187	MESSIAH	NIGHT CAMP
31	8	VI	554-567	189	MESSIAH-OTHERS	NIGHT CAMP
32	9	VI	601-620	191	FALLEN-ERS	NIGHT CAMP
33	33	IX	99-179	233-241	SELF	EDEN'S RIM
34	34	IX	473-493	238-242	SELF	GARDEN OF EDEN
35	35	IX	532-545	242	EVE	GARDEN OF EDEN
36	36	IX	568-612	251-252	EVE	GARDEN OF EDEN
37	37	IX	626-636	253	EVE	GARDEN OF EDEN
38	38	IX	656-658	253	EVE	GARDEN OF EDEN
39	39	IX	674-732	254-255	EVE	GARDEN OF EDEN
40	40	X	324-405	274-275	SATAN	BRIDGE FROM HELL
41	41	X	440-503	280-281	FALLEN ANGELS	PANDEMONIUM

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BUTR-1,ACTUTEST-LBUX
BUTR.1.ACTUCONV-BUGS
BUTR.1,ACTUCONV-RCRD
BUTR.1,ACTUCONV.AUTH
BUTR.1,ACTUCONV-TAPS
BUTR.1-ACTUCONV-TRNS
MARD.1-ACTUCONV-BRKN
MARD.1-ACTUCONV-BRKN
EHRL-1-QUESHEAR.INTG
EHRL-1,SOGTPLAN-VIET
EHRL-1,WANTINFO.POLI
EHRL-1.TRYDGATH.INFO
EHRL-1,THEOLETR.GENR
EHRL-1.THEOMEMO.GENR
EHRL-1,THEOMEET,GENR
EHRL-1-ASKDQUES-WORK
EHRL-1,THEOMEET,GENR
EHRL-1-GRUPMEET,CAMP
EHRL-1-ACTUQUES-WORK
EHRL.1-ASKDQUES-PLUM
EHRL.1.ASKDQUES.TAPE
EHRL.1-ASKDQUES-TAPE
EHRL.1,ACTUDISC,TAPE
EHRL-1-ACTUSPCH-COVR
EHRL.1,THEOASKD-BUGG
EHRL.0.ACTUCONV.CLEM
EHRL.0-ACTUCONV-CLEM
EHRL.5-GRUPMEET-INVS
HALD.1,PRVTCONV.GENE
HALD.1,PRVTCONV.BRKN
HALD.1,PRVTCONV.CLEM
HALD.1,PRVTCONV.MONY
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APPENDIX IV: CONTEXT-CONCORDANCES, WATERGATE

A: Displaying Patterns Across the Entire Data-Base for All Witnesses

B: Displaying Patterns Across the Subset Data-Base for John Dean Only

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DATE  05/15/74      V A S S A R   C O N T E X T - C O N C O R D A N C E   G E N E R A T O R          (MISER/MYLOTT
                    COPYRIGHT 1972-74 PROF.L.D.MISER FOR SERIES'COMPUTERS FOR STUDENTS OF LANGUAGE'
                    THIS RUN -- WATERGATE TESTIMONY, MERGED 5 JEAN AND OTHERS, OLC CODES.

BUTR-1.ACTUTEST-LDEV    10   * AT THE SAME TIME.  & I* DON*T HAVE THE TECHNICAL KNOWLEDGE, BUT I* WILL TELL YOU WHAT  & I* KNOW
BUTR-1.ACTUTEST-LBUX    65                                & TO* MY KNOWLEDGE, THE PRESIDENT* NEVER DID PAY ANY ATTE
DEAN-1.ACTUSPCH-DRPT   179   S MADE ON AUGUST* 29TH, 1972.  & I* HAD NO ADVANCE KNOWLEDGE THAT THE PRESIDENT* WAS GOING TO  & TO
DEAN-1-ACTUCON1-COVR   481   N*, HOOVER'S* FORMER  & ASSISTANT, MIGHT HAVE SOME KNOWLEDGE OF IT. HE* TOLD ME THAT HE  & PROBABLY
DEAN-1-ACTUCON7-COVR   564   CABINET* AND THAT HE WAS VERY IMPRESSED WITH MY  & KNOWLEDGE OF THE CIRCUMSTANCES BUT HE DID NOT SE
MALD.1.PRVTCONV.BRKN  1043   AT MAGRUDER* HAD BEEN INVOLVED IN THE PLANNING AND KNOWLEDGE  & OF THE BREAK-IN, AND HE INDICATED T
LTC.1.FAILCONV.COVR   1107   IT WAS APPROPRIATE FOR HIM TO HAVE  & THAT TYPE OF KNOWLEDGE. BECAUSE I* KNEW THE ACTIONS THAT HE W
MITC.1.FAILCONV.COVR  1119   ESS.(  & -HE HAS NOT DISCUSSED THEM WITH ME, TO MY KNOWLEDGE. THE ANSWER IS  & THAT IS CORRECT. SHO
MITC.1.FAILCONV.COVR  1121   S.(  & THE* ONLY THING THAT I* CAN STATE TO MY OWN KNOWLEDGE, MR. DASH,  & IS THAT SO FAR AS I* KN
MITC.1.IMPRRPRT.CVRP  1179   IN THE WHITE* HOUSE* WITH RESPECT TO THE  & PRIOR KNOWLEDGE OR PARTICIPATION IN THE BREAK-IN OF TH
MITC.3-ACTUMEAN-EXCL  1215   MR.* DEAN* IN HIS STATEMENT, THAT  & IS THE ONLY KNOWLEDGE I* HAVE
MOOR.2-ACTUSTAT-PART  1232   ONE IN THE WHITE* HOUSE* AT THAT TIME HAD ANY  & KNOWLEDGE OR PARTICIPATION IN THE WATERGATE*.
MOOR.2-ALGOCONV-KNOW  1277   DEPENDING ANYTHING THAT MR.* HUNT* DID, I* HAD NO KNOWLEDGE OF IT,  & THE FACT IS THAT THE PRESIDE
MOOR.2-ALGOCONV-KNOW  1278   FICT IS THAT THE PRESIDENT* WAS OPERATING WITH THE KNOWLEDGE  & THAT HE, THAT WAS BEFORE HIM, AND H

DATE  10/16/74 V A S S A R   C O N T E X T - C O N C O R D A N C E   G E N E R A T O R          (MISER/MYLOTT)  PAGE    86
               COPYRIGHT 1972-74 PROF.L.D.MISER,FOR SERIES'COMPUTERS FOR STUDENTS OF LANGUAGE'
               THIS RUN -- SEPARATE WATERGATE WITNESSES -- FOR RANK/FREQUENCY AND CONCORDANCE.

DEAN-1.HYPOORDR-INVS     37   T COULD, OF COURSE, BE DONE.  & HE TOLD ME THAT HE KNEW THE DIRECTOR'S FEELINGS ABOUT SUCH A MATTER
DEAN-1.ACTUCON2-COVR    234                                & I* TOLD HIM WHAT I* KNEW OF HIS BROTHER'S INVOLVEMENT, WHICH WAS  &
DEAN-1-ACTUCON2-COVR    238   E* STAFF  & PEOPLE, THE* PRESIDENT* ASKED ME IF I* KNEW HOW THIS HAD LEAKED.  I*  & TOLD HIM THAT  &
DEAN-1-ACTUCON2-COVR    239   I*  & TOLD HIM THAT I* DID NOT. HE* ASKED ME WHO KNEW ABOUT IT. I* TOLD  & HIM THAT MR.* SULLIVAN
DEAN-1.FUTUCON7.COVR    383   I*  & DECIDED I* SHOULD CALL HALDERMAN* BECAUSE I* KNEW THAT HE'S NAME  & WOULD COME UP IN THE MATTE
DEAN-2.THEOCONV.WATR    642   TRY TO POUND ON THE DOOR AND GET IN  & BECAUSE I* KNEW THAT JUST DID NOT WORK THAT WAY.  I* KNOW OF
DEAN-2.THEOCONV.WATR    649   MR*, EHRLICHMAN AND I* WAS REPORTING EVERYTHING I* KNEW TO THEM.  & IT* WAS THE PRESIDENT* WHO TOLD
DEAN.3.ACTUCON7.CLEM    677   E OF  & THESE ACTIVITIES AND I* DID NOT KNOW IF HE KNEW THE FULL  & INVOLVEMENT OF EVERYBODY. AND I
                 8,  .108

KNOW
DEAN-1.ACTUSPCH-DRPT     25                                & I* DON*T KNOW IF THE PRESIDENT'S* STATEMENT WAS MEANT TO
DEAN-1-ACTUCONV-COVR     87   LECTION. I* TOLD THE PRESIDENT*  & THAT I* DID NOT KNOW.  I* SAID THAT THE JUSTICE* DEPARTMENT* HAD
DEAN-1-ACTUCONV-MEAR    151                                & I* DO NOT KNOW IF THE PRESIDENT* DISCUSSED THIS SUBJECT WI
DEAN-1-ACTUCON2-COVR    226   AUSE THE PRESIDENT* SAID SENATOR*  & GURNEY* WOULD KNOW WHAT TO DO ON HIS OWN.  & ...HE* ASKED ME I
DEAN-1-ACTUCON2-COVR    254                 & I* TOLD HIM THAT I* THOUGHT HE SHOULD KNOW THAT I* WAS A SO INVOLVED  & IN THE POST JU
DEAN-1-ACTUCON3-COVR    298   E* LOACH* OUT.  & HE* ALSO ASKED ME WHO ELSE MIGHT KNOW ABOUT THE BUGGING OF HIS  & 1968 CAMPAIGN.
DEAN-1.ACTUCON4.MONY    344                                & I* DID NOT KNOW MUCH ABOUT IT OTHER THAN THE FACT THAT  & T
DEAN-1-ACTUCON7.CLEM    393   & ON THE SITUATION.  & I* TOLD HIM THAT I* DID NOT KNOW IF MITCHELL* HAD APPROVED THE  & PLANS BUT
DEAN-1.ACTUCON7.COVR    413   ULD CONTINUE TO BE SUBJECTED TO AND THAT I* DIDN'T KNOW HOW  & TO DEAL WITH IT.
DEAN-1-ACTUCON7.COVR    416   TTEE I* WOULD HAVE TO TELL THE  & FACTS THE WAY I* KNOW THEM. I* SAID I* DID NOT KNOW IF EXECUTIVE
DEAN-1.ACTUCON7.COVR    419   & FACTS THE WAY I* KNOW THEM, I* SAID I* DID NOT KNOW IF EXECUTIVE  & PRIVILEGE WOULD BE APPLICAB
DEAN.1.THEOCONV.WATR    642   ECAUSE I* KNEW THAT JUST DID NOT WORK THAT WAY.  I* KNOW OF EFFORTS  & OF OTHER WHITE* HOUSE* STAFF
DEAN.3.ACTUCON7.CLEM    677   IONS OF SOME OF  & THESE ACTIVITIES AND I* DID NOT KNOW IF HE KNEW THE FULL  & INVOLVEMENT OF EVERY
DEAN.3.ACTUPHCN-COMM    682   HAD BEEN IN  & EARLIER WHERE WE TALKED ABOUT, YOU KNOW, HOW TO DEAL WITH THE  & SENATE* COMMITTEE.
DEAN.3-ACTUCON2.COMP    694   G OF THE JOB.  & HE* THEN TOLD ME WE HAVE GOT, YOU KNOW, YOU HAVE GOT TO FIGHT BACK  & ON SITUATION
DEAN.3.ACTUCON4.MONY    698   SE IT WAS ON MY MIND, AND I* TOLD HIM  & THAT, YOU KNOW, THERE WERE MONEY PROBLEMS. THERE WAS NO MO
                16,  .216

KNOWLEDGE
DEAN-1.ACTUSPCH-DRPT     48   S MADE ON AUGUST* 29TH, 1972.  & I* HAD NO ADVANCE KNOWLEDGE THAT THE PRESIDENT* WAS GOING TO  & TO
DEAN-1-ACTUCON3-COVR    300   N*, HOOVER'S* FORMER  & ASSISTANT, MIGHT HAVE SOME KNOWLEDGE OF IT, HE* TOLD ME THAT HE  & PROBABLY
DEAN-1-ACTUCON7-COVR    433   CABINET* AND THAT HE WAS VERY IMPRESSED WITH MY  & KNOWLEDGE OF THE CIRCUMSTANCES BUT HE DID NOT SE
                 3,  .040

DEAN-1.ACTURPRT.INVS     31   HE  & PRESIDENT* AT THAT TIME, I* WAS AWARE OF THE FACT THAT EHRLICHMAN*  & OR HALDERMAN* HAD DAILY
DEAN-1.ACTUSPCH-DRPT     74   WAS THE FIRST TIME  & I* BEGAN TO THINK ABOUT THE FACT THAT I* MIGHT BE BEING SET-UP IN  & CASE TH
DEAN-1-ACTUCONV-CLEM    135   SCUSS THIS MATTER WITH THE PRESIDENT*.  THAT HE, IN FACT, THOUGHT  & IT WAS SO IMPORTANT THAT HE HAD
DEAN-1-ACTUCON2-COVR    236   * THEN DISCUSSED THE LEAK TO TIME* MAGAZINE OF THE FACT THAT THE  & WHITE* HOUSE* HAD PLACED WIRETAP
DEAN-1-ACTUCON3-COVR    260   TATING THAT THERE SHOULD BE  & NO PROBLEM WITH THE FACT THAT I* HAD RECEIVED THE FBI* REPORTS.  HE*
DEAN-1.BLKBOOK3.COVR    274   IN BECAUSE I* ASSUMED HE WAS WELL AWARE OF THIS  & FACT AND THAT THE SO-CALLED DEANE INVESTIGATION
DEAN-1.BLKBOOK3.COVR    276   IN PRESS CONFERENCES TO THINGS THAT NEVER HAD, IN FACT, OCCURED.  I*  & WAS ALSO AWARE THAT OFTEN I
DEAN-1-ACTUCON3-COVR    284   FOR MANY YEARS AND SULLIVAN* HAD  & ALLUDED TO THE FACT THAT THE FBI** HAD BEEN USED FOR POLITICAL
DEAN-1-ACTUCON1-COVR    292   CED THAT HE HAD  & BEEN WIRETAPPED IN 1968 AND THE FACT THAT DE* LOACH* HAD NOT BEEN  &
DEAN-1-ACTUCONV.WATR    307   AT TEST OF EXECUTIVE PRIVILEGE OVER ME.  & WHEN IN FACT I* HAD ONLY MET WITH THE PRESIDENT* INFREQU
DEAN-1-ACTUCON4.CHER    338   P BY A DISCUSSION ABOUT THE GRAY* HEARINGS AND THE FACT THAT THE  & SENATE* JUDICIARY* COMMITTEE* H
DEAN-1-ACTUCON4.CHER    339                 & I* TOLD THE PRESIDENT* ABOUT THE FACT THAT THERE WERE MONEY DEMANDS  & BEING MAD
DEAN-1-ACTUCON4.CHER    340   OT FAR OFF....  I* TOLD THE  & PRESIDENT* ABOUT THE FACT THAT THERE WAS NO MONEY TO PAY THESE  & IND
DEAN-1-ACTUCON4-MONY    348    ATTORNEY.  THE*  & PRESIDENT* THEN REFERRED TO THE FACT THAT HUNT* HAD BEEN PROMISED  & EXECUTIVE C
DEAN-1-ACTUCON4-MONY    350    HIM LATER.  HE* EXPRESSED SOME ANNOYANCE AT  & THE FACT THAT COLSON* HAD ALSO DISCUSSED THIS MATTER
DEAN-1.ACTUCON4.MONY    354   LD HIM I* DIDN'T KNOW MUCH ABOUT IT OTHER THAN THE FACT THAT  & THE MONEY WAS LAUNDERED SO THAT IT
DEAN-1-ACTUCON5-PRSS    364   T THE PRESS  & HAD PAID SO LITTLE ATTENTION TO THE FACT THAT HE HAD MADE AN  & HISTORIC ANNOUNCEMEN
DEAN-1.ACTUCON7.COVR    427   FENDANTS WOULD MAINTAIN THEIR SILENCE FOREVER.  IN FACT,  I*  & THOUGHT THAT ONE OR MORE WOULD VERY
DEAN-1-ACTUCON7.COVR    441   T THAT TIME  & ONLY PROBLEM THAT HE NOW HAD WAS THE FACT THAT HE WAS ASKING FOR A  & PUBLIC HEARING
DEAN-1-ACTUPHON-CAMP    470   ND THE SOME RELAXATION, HE* THEN ALLUDED TO  & THE FACT THAT I*D* BEEN UNDER SOME RATHER INTENSE PR
DEAN-1-ACTUCON8-MONY    527   OF THE CONVERSATION THE PRESIDENT* RECALLED THE  & FACT THAT AT ONE POINT WE HAD DISCUSSED THE DI
DEAN.1-ACTUCON8-COVR    617   THEY WERE DEALING WITH. I* WAS REFERRING TO  & THE FACT THAT THE PRESIDENT* HAD MENTIONED THE MILLI
DEAN.1-ACTUCON8-COVR    618   NED THE MILLION DOLLAR  & CONVERSATION AND THE FACT THAT HE HAD TALKED TO COLSON* ABOUT  & CLEM
DEAN.1-ACTUCON7.CLEM    674                 & WE* HAD DISCUSSED ON THE 21ST* THE FACT THAT HE HAD DISCUSSED  & CLEMENCY WITH COLSON
DEAN.1-ACTUPHON-COMM    680   IZE THE MEETINGS AS TO WHAT HAD TO BE DONE.  & IN* FACT, THE MEETINGS WERE, AS I* BELIEVE I* DESCRI
DEAN.3-ACTUCON2.COMP    690   AVE THE OFFICE.  HE AGAIN COMPLIMENTED ME ON THE  & FACT THAT I* HAD DONE A GOOD JOB DURING THE CAMP
                26,  .352

FACTS
DEAN-1-ACTUCONV-COVR     82   ESIDENT* SAID THAT AT SOME POINT WE SHOULD GET THE FACTS OUT.  & ON THIS AND USE THIS TO COUNTER THE
DEAN-1-ACTUCON3-COVR    266   ETIONS ABOUT THE GRAY*  & NOMINATION HEARINGS AND FACTS THAT HAD COME OUT DURING THESE HEARINGS.  &
DEAN-1.ACTUPHON.MEET    377   I*  I* DID NOT THINK THAT HE FULLY REALIZED ALL THE FACTS  & AND THE IMPLICATION OF THOSE FACTS FOR P
DEAN-1-ACTUPHON.MEET    378   IZED ALL THE FACTS  & AND THE IMPLICATION OF THOSE FACTS FOR PEOPLE AT THE WHITE* HOUSE*  & AS WELL
DEAN-1.ACTUCON7.COVR    419   THE SENATE* COMMITTEE I* WOULD HAVE TO TELL THE  & FACTS THE WAY I* KNOW THEM. I* SAID I* DID NOT KN
DEAN-1.HYPOSPCH-WATR    687   ECH, WHERE THE PRESIDENT* WOULD REALLY LAY  & THE FACTS OUT...
DEAN-1-ACTUCON9-RSGN    975   LD.. (FIRST*  & THE PRESIDENT* HAD LEARNED OF NEW FACTS IN THE CASE OVER THE WEEKEND  & AND AS A RE
                 7,  .094
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APPENDIX V: REPRESENTATIVE PAPER TOPICS

Fall 1973 Student Projects

STUDENT/CLASS YR	PROJECT
Feder, Lisa '77	"Nixon, Ervin, and Baker: A Study in "Knowledge." "
Elkin, Bradley '77	"A Brief Analysis of Words of Emotion in The Testimony of John W. Dean 3rd"
Sullivan, Karen '77	"Context Concordance to Watergate Testimony: Words of Authority."
Maychick, Diane '77	"Conveyance of Emotion by Butterfield and Mardian."
Krenzei, Lauren '77	"The Testimony of Nixon, Moore, and Gray in in the Watergate Affair: Never use "Always." "
Kiser, Barbara '77	"WATERGATE: Words Having to do with Communication in John Mitchell's Testimony (Computer Concordance)."
Castagnozzi, Mary '77	"Watergate Communications with Nixon, According to John Dean."
Reiser, Maya '77	"Hear no Evil, See no Evil, Speak no Evil: A study of the communications of President Nixon, and Messrs. Butterfield and Mardian."
Hockaway, Gillian '77	"Butterfield's Pronouns."
Stern, Sandy '77	"Emotional words used by Mitchell and Erlichman."
Diamond, Michael '77	"Words of "knowledge" used by LaRue, Gray, Mardian, and Butterfield."
Driscoll, Philip '77	"The Use of Personal Pronouns by Ehrlichman and Michell."
Lwin, Khin Sabai '77	"Presidential Communication Routes in the Watergate Affair."
Taylor, Susan '77	"The Communications of Messrs. Ehrlichman and Haldeman (Watergate Testimony)."
Shea, James '77	"John Dean and John Ehrlichman: States of Knowledge."
Hall, Patricia '77	"The Verbal Communications of John Mitchell (re/"knowledge.")"
Abeln, Maura '77	"A Project of Society and Changing Times: John Dean; Self Image and the Image created for the Senate Select Committee on Presidential Campaign Abuses."